**Student Outcome Objective Form (Support Professional or Special Educator)**

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| **Student Outcome Objective Title:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Student Outcome Objective Grade Level(s)** *Circle all that apply*:

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| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| **Role:** *(select one)* | Library Media Specialist | Reading Specialist | School Counselor |
| School Nurse Teacher | School Psychologist | School Social Worker | Speech Language Pathologist |
| Special Educator | Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Number of Students:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Interval of Service** *(select one):*  Semester School Year Other *(Please specify):* |

***Priority of Content***

***Essential Question:*** *What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of service?*

**Objective Statement:**

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| *Describe the overall objective, identifying the specific outcome that students will achieve by the end of the interval of service. The objective statement should be specific enough to clarify the focus of the Student Outcome Objective.* |

**Rationale:**

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| *Describe the data-driven explanation for the focus of the Student Outcome Objective and indicate if it is aligned with a school or district priority.*  |

***Essential Question:*** *Where are my students now with respect to the objective?*

**Baseline Data:**

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| *Describe the information that has been collected or reviewed to support the overall reasoning for the Student Outcome Objective (e.g., survey data, statistics, participation rates, or references to historical trends or observations).*  |

***Rigor of Target***

***Essential Question:*** *Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?*

**Target(s):**

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| *Describe where you expect students or the school community to be at the end of the interval of service. If baseline data/information suggests meaningful differences, targets should be tiered to be both rigorous and attainable for students at various levels.* |

**Rationale for Target(s):**

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| *Explain how the target(s) was determined including data source(s) and why the target(s) is appropriate for the group of students or school community. Explain why the target(s) is appropriate (both rigorous and attainable) for all students.* |

***Quality of Evidence***

**Evidence Source(s):**

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| *Describe how the objective will be measured and why the Evidence Source(s) is appropriate for measuring the objective. Describe how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class or during a designated testing window; by the Support Professional/Special Educator or someone else) and how the evidence will be analyzed and/or scored (e.g., scored by the Support Professional/Special Educator individually or by a team; scored once or a percentage double-scored).*  |

**Strategies:**

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| *Describe the method, strategies, or plan that will be used to achieve your goal.*  |

***Approval of Objective (Completed by the Evaluator)***

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| **Priority of Content** *Circle one* **:** | Acceptable Needs Revision |
| **Rigor of Target** *Circle one***:** | Acceptable Needs Revision |
| **Quality of Evidence** *Circle one:* | Acceptable Needs Revision |

**Notes:**

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